

Chapter 2

OVERVIEW OF RECRUITING AND ACCESSIONS

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INTRODUCTION

The US military has four branches: Army, Navy, Marine Corps, and Air Force. Within the military community are three general categories of military personnel: active duty (voluntary full-time soldiers and sailors); reserve and guard forces (voluntary civilian members); and veterans and retirees. The president of the United States is the commander in chief and has ultimate authority over the military. The Department of Defense (DoD) is led by the secretary of defense, who has control over each branch of the military through the civilian service secretary and its military chiefs of staff (see Figure 2-1).

With over 2 million civilian and military employees, the DoD is the world's largest "company." Each branch of the military has a unique mission within the overall mission of US security and peace. The federal year (FY) 2002 end-strength of the active components of the US armed forces was slightly less than 1.4 million, and the Selected Reserve (comprising the Army National Guard, Army Reserve, Naval

Reserve, Marine Corps Reserve, Air National Guard, and Air Force Reserve) totaled more than 874,000. Additionally, there were more than 312,000 people in the Individual Ready Reserve/Inactive National Guard. In FY 2002, approximately 182,000 nonprior service (NPS) recruits were enlisted and nearly 13,000 prior service recruits were returned to the ranks. Almost 22,000 newly commissioned officers reported for active duty. Furthermore, about 73,000 recruits without and about 81,000 with prior military experience were enlisted in the Selected Reserve, and close to 15,000 commissioned officers entered the National Guard or reserves.¹ The FY 2002 military's total annual budget was just over \$340 billion.²

Army: the Dominant Land Power

The US Army generally moves into an area, secures it, and establishes stability in the region before leaving. It also guards US installations and properties

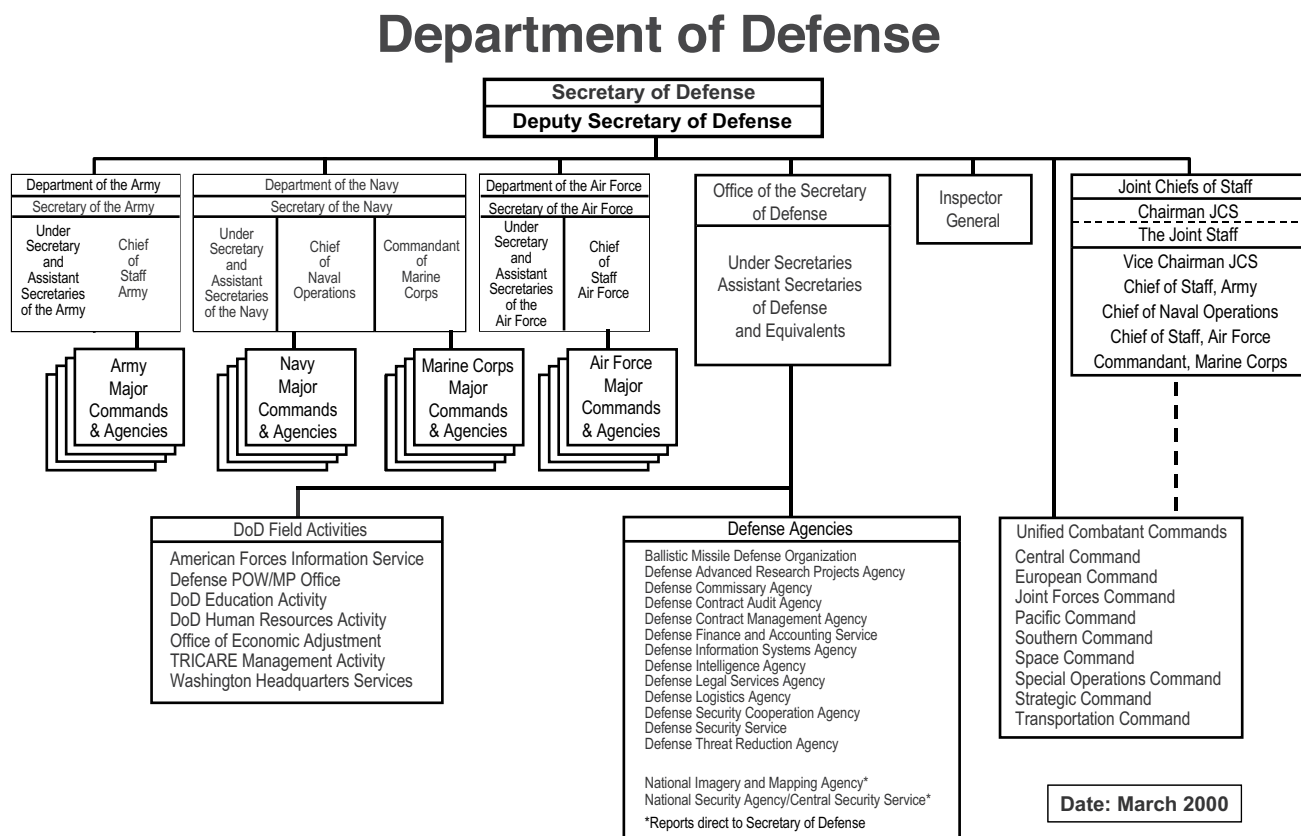


Fig. 2-1. Department of Defense military line of command.

Reproduced from: US Department of Defense. *Organization and Functions Guidebook*. Washington, DC: DoD, 2001. Available at <http://www.defenselink.mil/odam/omp/pubs/GuideBook/ToC.htm>. Accessed November 22, 2005.

throughout the world. Founded in 1775 by the second Continental Congress, the Army is the oldest service of the US military. Formed to protect the liberties of the original 13 colonies, the Army has evolved and grown from a small militia force into the world's premier army, with global reach and influence. The Army generally handles land-focused, long, and drawn-out missions that require great team effort, focus, and persistence. The Army has the widest range of jobs of all the branches.³

Navy: the Dominant Sea Power

The US Navy secures and protects the oceans around the world to create peace and stability, making the seas safe for travel and trade. Founded in 1775, the Navy maintains, trains, and equips combat-ready forces capable of winning wars, deterring aggression, and maintaining freedom of the seas. The principle components of the Department of the Navy are (a) the Navy Department, consisting of executive offices mostly in Washington, DC; (b) the operating forces, including the US Marine Corps, the reserve components, and, in time of war, the US Coast Guard (in peace, the Coast Guard is a component of the Department of Homeland Security); and (c) the shore establishment. The Navy handles preventive diplomacy, policy enforcement, teaming with and defending allies, and immediate sea-based reaction to conflicts. In 2005 the Navy maintained 228 ships and 26 submarines to achieve its strategic objectives.⁴

Marine Corps: the Rapid-Reaction Force

Trained to fight by sea and land, and usually the first "boots on the ground," marines are known as the world's fiercest warriors. The US Marine Corps was founded in 1775, when the Continental Congress ordered that two battalions of marines be created to serve aboard naval vessels during the Revolutionary War. Thus, the Marine Corps has always been an expeditionary naval force ready to defend the nation's

interests. The Marine Corps saying, "every Marine a rifleman first," demonstrates marines' focus on warfare, and their well-known slogan, "the few, the proud, the Marines," expresses their focus on values.⁵

Air Force: the Dominant Air and Space Power

The mission of the US Air Force is to defend the nation through the control and exploitation of air and space, by flying planes, helicopters, and satellites. The Air Force is the youngest of all five services.⁶ The Army Reorganization Act of 1920 made the Air Service a combat arm of the Army; 6 years later the Air Corps Act created the office of assistant secretary of war to help promote aeronautics and authorized increased strength for the new "Air Corps."⁷ The Air Force became a separate service when President Harry S. Truman signed the National Security Act of 1947. In its more than 50 years of existence, the Air Force has become the world's premier aerospace force. Although tasked with flying missions, most Air Force personnel work on the ground in various construction, support, and technical capacities. The Air Force focuses on

- aerospace superiority—the ability to control what moves through air and space ensures freedom of action;
- information superiority—the ability to control and exploit information to America's advantage ensures decision dominance;
- global attack—the ability to engage adversary targets, anywhere, anytime, holds any adversary at risk;
- precision engagement—the ability to deliver desired effects with minimal risk and collateral damage denies the enemy sanctuary;
- rapid global mobility—the ability to rapidly position forces anywhere in the world ensures unprecedented responsiveness; and
- agile combat support—the ability to sustain flexible and efficient combat operations is the foundation of success.⁸

INDOCTRINATION TO MILITARY CULTURE

Basic Training

Basic training, officially called initial entry training (IET) and informally called "boot camp," prepares recruits for all elements of service: physical, mental, and emotional. It gives service personnel the basic tools necessary to perform the roles that will be asked of them for the duration of their tour. Each of the armed services has its own training program, tailoring the

curriculum to its specialized role in the military. All service recruiters use the same methods to identify potential recruits: telephone prospecting; high school, college, and area business canvassing; telephone calls to potential recruits referred by students, parents, relatives, teachers, and others; and follow-up calls or meetings to those who have requested information about enlistment. Once at the military entrance processing station (MEPS), applicants complete any

required Armed Services Vocational Aptitude Battery testing, take a medical examination, and meet with a service counselor. Service-specific contract documents are completed, and the new service member enters the delayed entry program, which lasts from 14 to 365 days, depending on educational status or the recruit's assigned training start date. Before transporting recruits to their IET location, MEPS personnel verify their medical status and contract documents.³

Army

The 9-week basic training helps trainees discover strengths and learn valuable skills that will help them succeed as soldiers in the Army. Basic training takes place at one of five basic combat training (BCT) locations (Fort Leonard Wood, Missouri; Fort Knox, Kentucky; Fort Benning, Georgia; Fort Sill, Oklahoma; and Fort Jackson, South Carolina) or four one-station unit training (OSUT) locations (Fort Benning, Georgia; Fort Knox, Kentucky; Fort Sill, Oklahoma; and Fort Leonard Wood, Missouri). Upon arrival, new soldiers spend 3 to 10 days in a reception battalion for formal Army in-processing, receiving uniforms and identification tags, and undergoing a fitness evaluation test. Recruits are evaluated using specific fitness standards and, if required, placed in a fitness training unit for up to 3 weeks before starting IET. BCT is primarily gender integrated at Fort Jackson and Fort Leonard Wood, while OSUT is gender integrated only at Fort Leonard Wood.

Phase 1 of IET focuses on Army values, traditions, and ethics while developing basic combat skills and physical fitness. Phase 2 emphasizes weapons training, basic rifle marksmanship, bayonet assaults, and foot marching. Self-discipline and team building are also emphasized. Phase 3 develops the IET soldier's understanding of the importance of teamwork. The defining event is a 7-day warrior field training exercise (FTX), in which soldiers demonstrate basic combat skills proficiency in a tactical field environment and operate as part of a team while facing physical and mental challenges.

To graduate from BCT, all soldiers must successfully accomplish the following:

- pass the Army physical fitness test in each of three events: push-ups, sit-ups, and the 2-mile run;
- qualify with the M16A2 rifle, on the hand grenade course, in hand-to-hand combat, and in bayonet training;
- pass all end-of-phase and end-of-cycle tests, complete all obstacle and confidence courses, and complete other tactical field training,

including foot marches and field training exercises; and

- demonstrate knowledge and understanding of the Army core values.

No waivers are granted for the graduation requirements; however, the Army's New Start Program allows soldiers who fail to meet training standards to be reassigned to another unit where training can be repeated.^{6,9} After graduation from IET, recruits go on to advanced individual training (AIT) for military occupational specialty (MOS) training lasting 4 to 52 weeks. OSUT, which combines BCT and AIT training in a single company, lasts 12 to 18 weeks.

Navy

The 8-week basic training program transforms civilians into sailors. The training takes place at the Recruit Training Command, Great Lakes, Illinois. On arrival, the recruits are assigned to divisions of approximately 88 members, and each division is assigned to a training barracks referred to as a "ship." After in-processing, the structured curriculum begins during the second week, including instruction in Navy core values, personal rights and responsibilities, shipboard communications, watch-standing procedures, and basic seamanship. Additionally, recruits participate in marching, drill, physical training, swimming, fire-fighting and damage control scenarios, gas mask use, and weapons familiarization. The defining event of a recruit's training is a physically and mentally demanding 14-hour event consisting of 12 fleet-oriented scenarios referred to as battle stations.

As formally defined by the Navy, to graduate from recruit training, a recruit must

- be able to succeed in a gender-integrated, multi-racial, multi-cultural fleet environment;
- demonstrate an understanding of the team concept;
- have basic military knowledge including customs, courtesies, and rank recognition;
- have knowledge of the Navy's heritage;
- display military bearing and demonstrate proper wearing of the uniform;
- display an understanding of the chain of command and be familiar with the procedures for small-arms fire;
- demonstrate an understanding of proper watch-standing procedures;
- be introduced to the Uniform Code of Military Justice and emulate core values;
- pass swim qualifications; and
- pass battle stations.

If the recruits face setbacks in training for academic or non-academic reasons, remedial programs help them to meet training graduation standards. Recruits who do not meet physical fitness or body fat standards are placed in special units until the standards are met, or until they are separated. Injured recruits likely to return to training are placed in a medical holding unit until determined fit for training duty.^{6,9}

Marine Corps

Although the smallest of the armed forces, the Marine Corps boasts the most thorough basic training curriculum. Over the span of 13 weeks, a young person will be transformed into a fully capable marine. The Marine Corps entry-level training is called “transformation” and consists of four essential phases: recruiting, recruit training (boot camp), cohesion, and sustainment. Each phase is interrelated and builds upon the previous one. The entry-level training process moves from gender segregation at boot camp, to partial gender integration during combat training, and finally to full gender integration at the military occupational school.

Female recruits, as well as male recruits east of the Mississippi River, go to the Marine Corps Recruit Depot (MCRD) in Parris Island, South Carolina. Male recruits west of the Mississippi go to MCRD, San Diego, California. Although the Marine Corps conducts all of its recruit training separately for male and female recruits, the training is the same at both MCRDs, except for the differences imposed by geography and environment. The organizational structure of three recruit training battalions is the same at both recruit depots, except for the existence of an additional all-female training battalion at MCRD, Parris Island. Drill instructors are always the same gender as the recruits under their command. After they arrive at either of the two depots, recruits spend 4 or 5 days in which they undergo physical examinations, take classification tests, receive uniforms and equipment, and begin their assimilation into the military environment. During basic training, the recruits learn institutional values and are inculcated with the Marine Corps’ core values of honor, courage, and commitment.

To graduate from boot camp, all recruits must complete the following requirements:

- pass the Marine Corps physical fitness test;
- qualify with the service rifle;
- complete the combat water survival test;
- pass the recruit training battalion commander’s inspection;
- achieve mastery of designated general military subjects and individual combat basic tasks as set forth in the program of instruction; and
- complete the “crucible.”^{6,9}

Air Force

Basic military training (BMT) is a short but intense 6.4 weeks (or 47 days) of challenging instruction. By the time they graduate, trainees will be thoroughly familiarized with basic Air Force knowledge, history, customs and courtesies, and laws. The training takes place at Lackland Air Force Base (AFB), Texas. Recruits arrive Wednesdays through Fridays, and as they leave the buses they are divided into groups of 50 to 58 and assigned to a flight. Female recruits live in clustered dormitory bays on the top floors of the recruit housing and training facilities to enhance their security and privacy. Military training instructors, the primary BMT trainers, instruct recruits in discipline, academics, military customs and courtesies, physical conditioning, and FTX. The FTX prepares recruits for Air Force expeditionary deployments by familiarizing them with field conditions and basic encampment operations. The principal goal is to produce disciplined, physically fit, and academically qualified airmen who can go on to technical training (TT) schools and Air Force duty. The BMT program of instruction is the same for male and female recruits, although the physical conditioning standards for the 2-mile run, sit-ups, and push-ups are different, based on physiological differences. Physical conditioning, conducted 6 days a week throughout BMT, attempts to produce the same level of fitness for both men and women.

To graduate from boot camp, all recruits must complete the following requirements:

- administration: clothing issue, job classification, medical examination, and record keeping;
- military studies: customs and courtesies, financial management, Air Force history and organization, and human relations;
- military training: dorm, drill (parade and retreat), core values, FTX, marksmanship, physical conditioning;
- be within the maximum weight or body fat standards;
- pass the wear-of-the-uniform evaluation;
- pass reporting procedures evaluation;
- pass individual drill evaluation;
- pass the end-of-course test (70% passing score);
- pass 6th week of training physical conditioning evaluation consisting of a 2-mile run, push-ups, and sit-ups;
- run a confidence course during the 4th and 5th weeks;

Graduation parades are held on the last Friday of the 6th week of BMT.^{6,9}

Advanced Training

Each armed service provides advanced training that builds on the foundation established in basic training. In advanced training, personnel can hone their skills and acquire new ones that will prepare them for specialized roles as they continue their military tours. Advanced individual training (AIT) is usually the next stage of training for candidates who are assigned a job specialty before enlistment or during basic training. AIT generally takes place in a classroom environment similar to college or junior college; in fact, the American Council on Education certifies more than 60% of advanced training courses as college credit. Advanced training schools last from a few weeks to a few months, depending on the complexity of the subject matter. Training people for over 4,100 individual specialties is a massive job, and more than 10,000 courses and 100,000 support personnel are involved. There are over 300 military training centers, and they fall under the following commands.^{6,10}

Army: Training and Doctrine Command

After basic training, soldier training continues in both AIT and the second part of OSUT (Army training phases 4 and 5). During advanced training, there is increased emphasis on technical MOS training and reduced control over the training environment. The lessening of control, expansion of privileges, and focus on MOS skills are part of the evolutionary process that transforms a young civilian into someone who thinks, looks, and acts like a soldier. Over 210 Army MOSs in 32 different career management fields are taught at the 23 AIT and 4 OSUT locations.^{6,10}

Navy: Chief of Navy Education and Training

No Navy recruit reports to his or her duty station without attending an apprentice school for some type of specialized training lasting from 2 to 63 weeks. For those ratings (job specialties) that are unrestricted by gender, the instructional course is fully gender-integrated. In FY 1998, about 52,000 new sailors underwent the following types of training: 25% attended apprenticeship training (seaman, airman, and fireman); 7% attended nuclear training; 3% attended Seabee training, and 8% attended administrative training. In addition, 25% attended training on surface warfare; 19% attended training on air warfare, and 14% attended training on submarine warfare.^{6,10}

Marines: Training and Education Command

Male marines (other than those designated for the infantry, who go directly to MOS training) go to Camp Lejeune, North Carolina, or Camp Pendleton, California, for marine combat training (MCT) after they have completed boot camp. Female marines go to Camp Lejeune. MCT, a 17-day exercise simulating an overseas deployment, teaches new marines the skills needed to fight and survive in a combat environment. The recruits operate for the first time in a partly gender-integrated unit. Female marines, although billeted separately in their own barracks, are placed in a single platoon in an otherwise all-male company. The platoon has female squad leaders and a male infantry staff noncommissioned officer as platoon commander. The company-level staff comprises male and female officers and noncommissioned officers.

After completing combat training, all marines report to MOS schools, 62% of which are combined or shared with those of the other services. MOS courses vary in length from weeks to months. Other than the combat arms MOS schools, attended only by male marines, the schools are fully gender-integrated. The Marine Corps considers unit cohesion an important part of the transformation process in which civilians are made into marines. Cohesion begins with the formation of teams in MOS schools, which remain together through training and assignment to a unit. The intent is to have the teams train together, just as they fight together.^{6,10}

Air Force: Air Education and Training Command

On the Monday after their graduation from BMT, most of the recruits, now airmen, leave Lackland AFB to undergo their second phase of training at TT school. BMT attempts to lay the foundation for TT by introducing recruits to proper study discipline, familiarizing them with Air Force manuals and directives, and acclimating them to Air Force testing programs and methods. There are 178 Air Force specialty codes within the enlisted career fields that are taught in TT. School lengths vary per specialty, from 4 to 83 weeks. The majority of initial skills TT takes place at five major sites: Lackland AFB, Sheppard AFB, Texas; Goodfellow AFB, Texas; Vandenberg AFB, California; and Keesler AFB, Mississippi. At TT they spend 8 hours a day in class learning from instructors who are experts in their career fields. During the weekends, morning hours, and evening hours, military training leaders supervise the students. These individuals are in charge of ensuring that students eat in the dining facility, receive physical and military training, and adhere to the rules of TT.

A five-phase program bridges the closely controlled environment of BMT to TT. In phase 1, privileges are limited and airmen must demonstrate the ability to accept responsibility and be held accountable for their actions. Airmen must understand that readiness is dependent on their ability to act responsibly. As they demonstrate this trait, privileges are earned. In phase 2, some freedoms are allowed for those who have demonstrated the required military bearing expected at this point in training. Phase 3 continues to increase freedoms, such as the use of a privately owned vehicle and the ability to request permission to reside off base if one's spouse is in the local area. In phase 4, curfew

is lifted on weekends. Phase 5 allows for the least restrictive environment, which most closely mirrors the airman's first operational duty station.^{6,10}

Core Values

Core values are the fundamental beliefs that drive a person or organization. The military services' core values are similar. Military core values go hand in hand with the military code of conduct; they are taught to all trainees and reinforced throughout the military member's career.¹¹ See Exhibit 2-1 for the individual services' core values.

LIFESTYLES, PHYSICAL CONDITIONING, AND PREVENTIVE MEDICINE

It is important from a clinical perspective to be familiar with the lifestyles and physical conditioning of recruits in training. The vast majority of medical conditions seen in recruits are related to life styles, physical conditioning, or conditions existing prior to service (EPTS).

Lifestyles

Recruits' lifestyles are highly structured, with little room for variance. The services have developed aggressive preventive, screening, and monitoring programs to help prevent negative lifestyle factors such as drug abuse, smoking, drinking, and poor diet. For instance, random urine drug tests are routinely performed on all military members. Smoking is prohibited during recruit training, drinking is highly restricted and discouraged, and a nutritious diet is provided for all recruits at the mess halls.

Recruits train in groups of 35 to 80 people, instructed by enlisted personnel. These groups are called companies in the Navy, flights in the Air Force, and platoons in the Army and Marine Corps. Selected recruits are appointed to leadership positions within their units and perform under the supervision of instructors. Classroom work is mixed with field training and practical experience. Trainees may receive visitors at certain times and attend religious services. Time to travel away from the unit is limited. In most cases, leave (vacation) is not authorized until advanced training is completed.

During basic training, recruits are usually in pay grade E-1. Promotions after this rank follow standards of length of service and achievement. Based on recent past pay scales, a typical trainee would start at about \$850 a month, if single, and after 4 months, earn more than \$1400 a month, if married. In addition to basic pay, many military members receive nontaxable allowances. Active duty basic pay is the amount paid

an individual based on rank or grade and length of service. In addition to basic pay, special pay such as flight duty, sea duty, and hazardous duty, is generally awarded to individuals with specialized skills who serve under special or unusual conditions. Allowances are the nontaxable monies authorized for subsistence (food), quarters (housing), clothing, travel, and transportation, which help service members defray some of the expenses incurred as a result of service. Subsistence allowances are paid monthly at a set rate to officers, regardless of pay grade or marital status.

Each service determines the style and appearance of its members' uniforms. After initial issue, enlisted personnel must maintain and replace uniform items from a provided annual clothing allowance. Officers receive an initial clothing allowance to purchase uniforms or are issued certain clothing items. There are three basic types of uniforms: field/utility for manual work; service for everyday wear; and dress for formal wear. There are several variations within each type. Personnel are required to wear appropriate uniforms while on duty. As a general rule, civilian clothing may be worn during off duty time.

Clothing allowances are paid to enlisted members for replacement and upkeep of military clothing. Travel and transportation allowances are paid to all service members when assigned a new station or serving temporary duty away from their permanent duty station. Service members with dependents are entitled to allowances for shipment of household goods and travel of accompanying family members in the continental United States and certain overseas locations. Retirement pay and disability benefits are available to those who meet specified criteria. Service members, regardless of rank or length of service, earn 30 days of leave with pay each year. During initial periods of training, leave is granted only for emergencies (verified by the American Red Cross) and is taken only with command

EXHIBIT 2-1

MILITARY CORE VALUES

ARMY

LOYALTY: Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.

DUTY: Fulfill your obligations.

RESPECT: Treat people as they should be treated.

SELFLESS SERVICE: Put the welfare of the nation, the Army, and your subordinates before your own.

HONOR: Live up to all the Army Values.

INTEGRITY: Do what's right, legally and morally.

PERSONAL COURAGE: Face fear, danger, or adversity (Physical or Moral).

NAVY

HONOR: "I will bear true faith and allegiance ..." Accordingly, we will: Conduct ourselves in the highest ethical manner in all relationships with peers, superiors and subordinates; Be honest and truthful in our dealings with each other, and with those outside the Navy; Be willing to make honest recommendations and accept those of junior personnel; encourage new ideas and deliver the bad news, even when it is unpopular; Abide by an uncompromising code of integrity, taking responsibility for our actions and keeping our word; Fulfill or exceed our legal and ethical responsibilities in our public and personal lives twenty-four hours a day. Illegal or improper behavior or even the appearance of such behavior will not be tolerated. We are accountable for our professional and personal behavior. We will be mindful of the privilege to serve our fellow Americans.

COURAGE: "I will support and defend ..." Accordingly, we will have: courage to meet the demands of our profession and the mission when it is hazardous, demanding, or otherwise difficult; Make decisions in the best interest of the navy and the nation, without regard to personal consequences; Meet these challenges while adhering to a higher standard of personal conduct and decency; Be loyal to our nation, ensuring the resources entrusted to us are used in an honest, careful, and efficient way. Courage is the value that gives us the moral and mental strength to do what is right, even in the face of personal or professional adversity.

COMMITMENT: "I will obey the orders ..." Accordingly, we will: Demand respect up and down the chain of command; Care for the safety, professional, personal and spiritual well-being of our people; Show respect toward all people without regard to race, religion, or gender; Treat each individual with human dignity; Be committed to positive change and constant improvement; Exhibit the highest degree of moral character, technical excellence, quality and competence in what we have been trained to do. The day-to-day duty of every Navy man and woman is to work together as a team to improve the quality of our work, our people and ourselves.

MARINE CORPS

HONOR: Honor guides Marines to exemplify the ultimate in ethical and moral behavior; to never lie, cheat or steal; to abide by an uncompromising code of integrity; respect human dignity; and respect others. The quality of maturity, dedication, trust and dependability commit Marines to act responsibly; to be accountable for their actions; to fulfill their obligations; and to hold others accountable for their actions.

COURAGE: Courage is the mental, moral and physical strength ingrained in Marines. It carries them through the challenges of combat and helps them overcome fear. It is the inner strength that enables a Marine to do what is right; to adhere to a higher standard of personal conduct; and to make tough decisions under stress and pressure.

COMMITMENT: is the spirit of determination and dedication found in Marines. It leads to the highest order of discipline for individuals and units. It is the ingredient that enables 24-hour a day dedication to Corps and country. It inspires the unrelenting determination to achieve a standard of excellence in every endeavor. Those of us in the military believe that the Core Values are much more than minimum standards. They remind us of what it takes to get the mission done. They Inspire us to do our very best at all times. They are the common bond among all comrades in arms, and they are the glue that unifies to force and ties us to the great warriors and public servants of the past. These values are not just what we do, they are who we are. We emulate the values because they are the standard for behavior, not only in the Military, but in any ordered society.

Reproduced from the following Web sites: Army Core Values. Available at: www.business.clemson.edu/Armyrotc/orange_book/vii_values_creed.htm. Accessed August 20, 2004.

Navy Core Values. Available at: www.chinfo.navy.mil/navpalib/traditions/html/corvalu.html
Accessed August 20, 2004.

Marine Corps Core Values. Available at: www.usmilitary.about.com/od/marines/1/blvalues.htm. Accessed August 20, 2004.

(Exhibit 2-1 continues)

Exhibit 2-1 continued

AIR FORCE

INTEGRITY FIRST: Integrity is a character trait. It is the willingness to do what is right even when no one is looking. It is the “moral compass” — that inner voice; the voice of self-control; the basis for the trust imperative in today’s military. Integrity is the ability to hold together and properly regulate all of the elements of a personality. A person of integrity is capable of acting on conviction. A person of integrity can control impulses and appetites. Integrity also covers several other moral traits indispensable to national service.

1. Courage — A person of integrity possesses moral courage and does what is right even if the personal cost is high.
2. Honesty — Honesty is the hallmark of the military professional because in the military, our word must be our bond.
3. Responsibility — No person of integrity is irresponsible; a person of true integrity acknowledges his/her duties and acts accordingly.
4. Accountability — No person of integrity tries to shift the blame to others or take credit for the work of others; “the buck stops here” says it best.
5. Justice — A person of integrity practices justice. Those who do similar things must get similar rewards or similar punishments.
6. Openness — Professionals of integrity encourage a free flow of information within the organization.
7. Self-respect — To have integrity is to respect oneself as a professional and as a human being.
8. Humility.

SERVICE BEFORE SELF: Service before self tells us that professional duties take precedence over personal desires. At the very least it includes the following behaviors:

1. Rule following — To serve is to do one’s duty, and our duties are most commonly expressed through rules.
2. Respect for others — Service before self tells us also that a good leader places the troops ahead of his/her personal comfort.
3. Faith in the system.

EXCELLENCE IN ALL WE DO: Excellence in all we do directs us to develop a sustained passion for continuous improvement and innovation that will propel the Air Force into a long-term, upward spiral of accomplishment and performance.

1. Product/service excellence — We must focus on providing service and generating products that fully respond to customer wants and anticipate customer needs, and we must do so within the boundaries established by the tax-paying public.
2. Personal excellence — Military professionals must seek out and complete professional military education, stay in physical and mental shape, and continue to refresh their general educational backgrounds.
3. Community excellence — Community excellence is achieved when the members of an organization can work together to successfully reach a common goal in an atmosphere free of fear that preserves individual self-worth.
4. Resources excellence — Excellence in all we do also demands that we aggressively implement policies to ensure the best possible cradle-to-grave management of resources.
 - a. Material resources excellence: Military professionals have an obligation to ensure that all of the equipment and property that they ask for is mission essential. This means that residual funds at the end of the year should not be used to purchase “nice-to-have” add-ons.
 - b. Human resources excellence: Human resources excellence means that we recruit, train, promote, and retain those who can do the best job for us.
5. Operations excellence — There are two kinds of operations excellence, internal and external.
 - a. Excellence of internal operations: This form of excellence pertains to the way we do business internally within the Air Force, from the unit level to Headquarters Air Force. It involves respect on the unit level and a total commitment to maximizing the Air Force team effort.
 - b. Excellence of external operations: This form of excellence pertains to the way in which we treat the world around us as we conduct our operations. In peacetime, for example, we must be sensitive to the rules governing environmental pollution, and in wartime we are required to obey the laws of war.

Reproduced from the following Web sites: Air Force Core Values. Available at: www.usafa.af.mil/core-value. Accessed August 20, 2004.

approval. Anyone entering active duty for 31 days or more is automatically under the Serviceman’s Group Life Insurance Program.

Under the Montgomery GI Bill, which began July 1, 1985, service members may receive a basic benefit for 36 months of approved education, which they can use up to 10 years from their date of discharge. The armed forces encourage their members to further their education while

on active duty. Each branch has numerous programs to help defray the high costs of an advanced education.¹²

The lifestyle afforded by the above benefits and services allows for a less stressful transition from the civilian world to the military. Stressors can negatively affect the overall health of any individual; thus, this lifestyle normalization can directly contribute to the well-being of military members and their families.

Physical Conditioning

Physical fitness and stamina are developed and maintained through daily exercises and competitive sports. Periodic tests are used to measure the degree of physical fitness each trainee has attained. Recruits (except in the Army) are given additional aptitude and classification tests and are interviewed by counselors during training. A rigorous routine is maintained for classes, meals, athletics, and field training. Depending on the program, most days begin at 5:00 AM and end around 9:00 PM. Saturdays and Sundays have a reduced training schedule. Little free time is available during training.

Musculo-skeletal conditions and injuries from physical conditioning training are the bread and butter of any clinic seeing recruits. The injuries usually involve the knees, ankles, feet, and back. These conditions are usually self-limiting but may require treatment or rehabilitation to get the recruit back to training as soon as possible. Loss of training time is the number one problem at a training base. The longer a recruit is out of training for any reason, the longer it will take for them to graduate, and the more it will cost for that recruit's training. Injury prevention can result in significant savings, in both financial and human terms, in return for a relatively small investment.¹³ Occasionally, a recruit will have an EPTS condition that was not identified at the MEPS, and many of these conditions are unmasked by the rigorous physical conditioning at the training bases. Some EPTS conditions, such as asthma, may be cause for separation or limited duty in some branches of the military.

Preventive Medicine

In general, little attention has been given to teaching healthcare providers the skills required to evaluate a problem from a preventive approach. Such is currently the case with sports medicine, a field where prevention can take the form of modifications in training, preventive equipment, and the elimination of unsafe practices.¹⁴ A notable exception is the Army's "Hooah 4 Health" sports injury prevention program, which is a web-based health promotion and prevention program developed to respond to the needs of the Army reserve components. The site was launched in May 2000, and since then over 88.5 million hits have been recorded. The users of the web site include not only reserve members and active Army personnel, but also their coworkers and families. Also, many users are elementary school children, and requests to link to this innovative web site originate from around the world. The vision of the Army Well-Being Strategic Plan is captured throughout the modules on the site, which

include body, mind, spirit, environment, prevention, change, family, and lifestyle.¹⁵

In the early 1900s physicians often performed prevention and treatment activities during the same visit. In the 1940s, there was a split or schism, and those efforts remained divided for more than 50 years, with most resources being devoted to treatment. However, since the early 1990s, prevention and treatment have been reunited under the umbrella of population health, as shown in Figure 2-2. Some military health professionals soon learned that those who showed up in traditional disease management programs were too few and too far along the health–disease continuum to improve the health of the population as a whole. They realized the need to intervene earlier in the disease cycle (secondary prevention), such as with screening programs, or even before disease had a chance to develop (primary prevention), since these services were needed by the vast majority of the military population. The overall strategy of population health management is to focus foremost on managing the health of a defined population. Knowing the specific population is the foundation of population health management. This knowledge allows for the practical application of health management concepts.¹⁶

As with the general public, recruits will benefit from the utilization of population health measures through an effective and efficient healthcare delivery system. There are six critical success factors (CSF) in population health management:

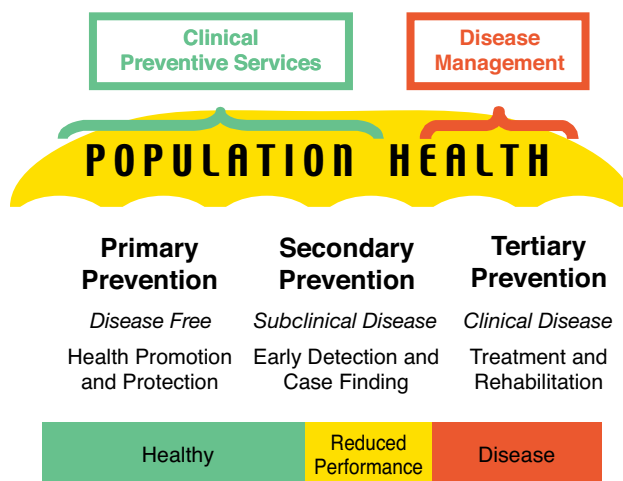


Fig. 2-2. Population health: three stages of prevention. Reproduced from: US Air Force Medical Support Agency Population Health Support Division. *A Guide to Population Health*. June 2004. Version 1.03.

- CSF 1: Define the demographics, needs, and health status of the enrolled population.
- CSF 2: Appropriately forecast and manage demand and capacity.
- CSF 3: Proactively deliver clinical preventive services.
- CSF 4: Manage medical and disease conditions.
- CSF 5: Continually evaluate improvement in the population's health status and the delivery system's effectiveness and efficiency.
- CSF 6: Integrate a community health approach.¹⁶

Only CSF 1 will be discussed in this chapter. For military recruits CSF 1 can be defined by the following categories: age, race/ethnicity, gender, marital status, education level, qualification tests and education, geographic representation, and occupation.

Age

The active duty military comprises a younger workforce than the civilian sector. Service policies and legal restrictions account for the relative youthfulness of the military. In FY 2002, 86% of new active duty recruits were 18 through 24 years of age. The mean age of new active duty recruits was nearly 20. Almost half (49%)

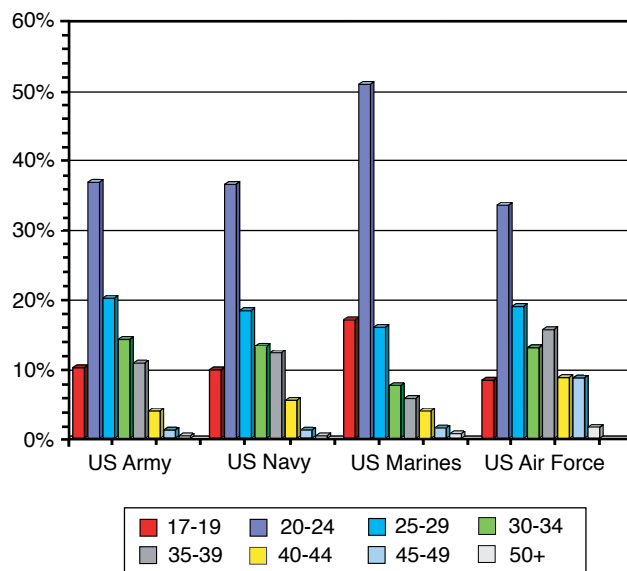


Fig 2-3. Federal year 2002 age of active duty enlisted members by service.

Data source: Population Representation in the Military Services Fiscal Year 2002; FY 2002 Highlights. Available at: www.humrro.org/poprep2002/index.htm. Accessed October 21, 2005.

of the active duty enlisted force was 17 through 24 years old, in contrast to about 15% of the civilian labor force. Officers were older than those in the enlisted ranks (mean ages 34 and 27, respectively), but they too were younger than their civilian counterparts—college graduates in the workforce 21 to 49 years old (mean age 36).¹⁷ See Figures 2-3 and 2-4.

Race/Ethnicity

In FY 2002 African Americans were proportionately represented in the military overall for nonprior service, a term used for individual with no previous military service. In the enlisted force, African Americans were slightly overrepresented. Hispanics were underrepresented at 11% (Figures 2-5 and 2-6). This continues a trend in which, over the years, African Americans have been overrepresented, whereas Hispanics and “other” minorities have been underrepresented. However, the proportion of active duty accessions with Hispanic and “other” backgrounds has increased during the past 18 years. The Marine Corps and Navy have generally recruited greater proportions of Hispanics than the Army and Air Force. The Marine Corps has retained more Hispanics, as evidenced by larger percentages of Hispanic marines in the enlisted force. Minorities appear to be proportionately represented and not on the decline within the commissioned officer corps.¹⁷

This was not always the case. As early as 1940, black leaders sought to have discriminatory regulations abolished in the military. Blacks were segregated and limited by quota in the Army; restricted to the messman's branch in the Navy; and barred from the Marine Corps and Army Air Corp.¹⁸ Even after segregation was officially ended in 1948, racial tension in the military increased until 1970, when the DoD began a “positive action” policy with the stated goal of becoming a model for equal opportunity.¹⁸ However, according to a report released in 1997 conducted by the Defense Manpower Data Center, three quarters of all African Americans and other minorities in the US military say they have experienced racially insensitive behavior.¹⁷

Gender

Women comprised about 17% of NPS active duty accessions and 24% of NPS accessions to the Selected Reserve, compared to 50% of 18- to 24-year-old civilians, in FY 2002. Among enlisted members on active duty, 15% were women. For enlisted members in the Selected Reserves, the female proportion was 17%. Among the reserve components, the National Guard had fewer females at 13%. This is generally due to the Army National Guard's heavier combat arms

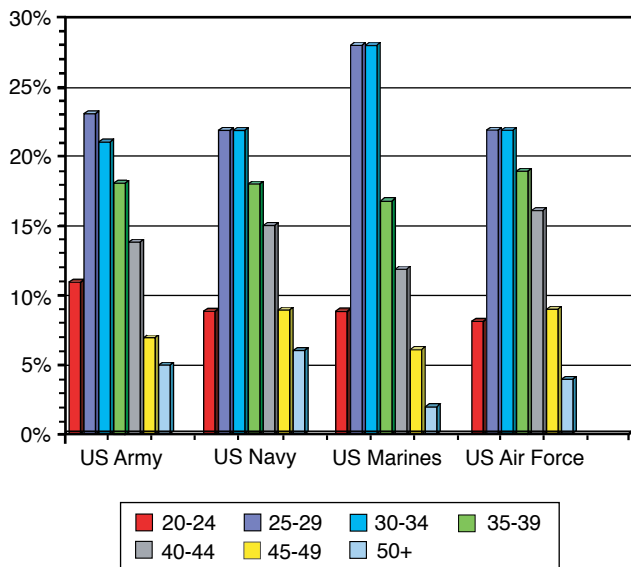


Fig. 2-4. Federal year 2002 age of active duty officers by service.

Data source: Population Representation in the Military Services Fiscal Year 2002; FY 2002 Highlights. Available at: www.humrro.org/poprep2002/index.htm. Accessed October 21, 2005.

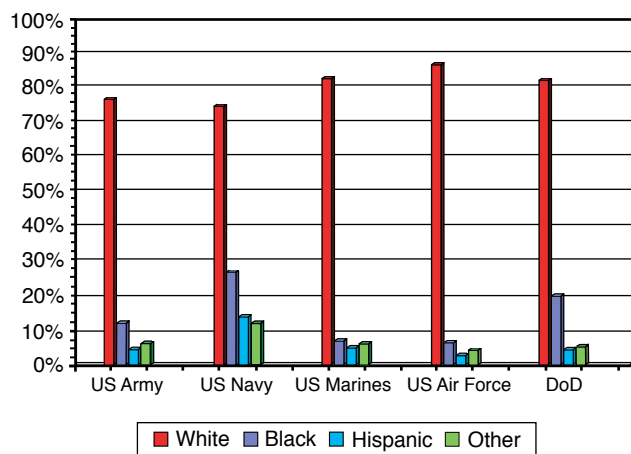


Fig. 2-6. Federal year 2002 race/ethnicity of active duty officers by service.

Data source: Population Representation in the Military Services Fiscal Year 2002; FY 2002 Highlights. Available at: www.humrro.org/poprep2002/index.htm. Accessed October 21, 2005.

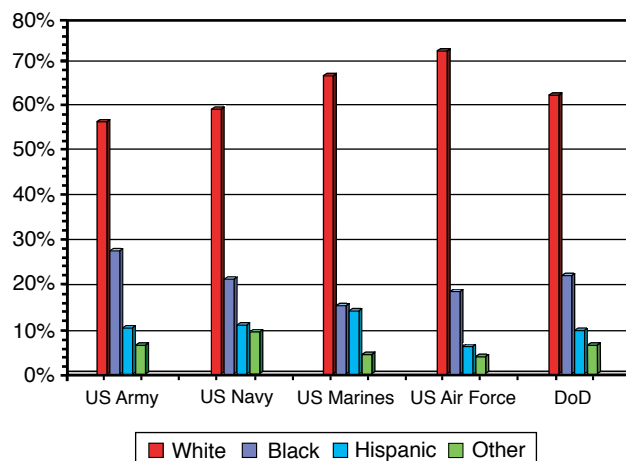


Fig. 2-5. Federal year 2002 race/ethnicity of active duty enlisted members by service.

Data source: Population Representation in the Military Services Fiscal Year 2002; FY 2002 Highlights. Available at: www.humrro.org/poprep2002/index.htm. Accessed October 21, 2005.

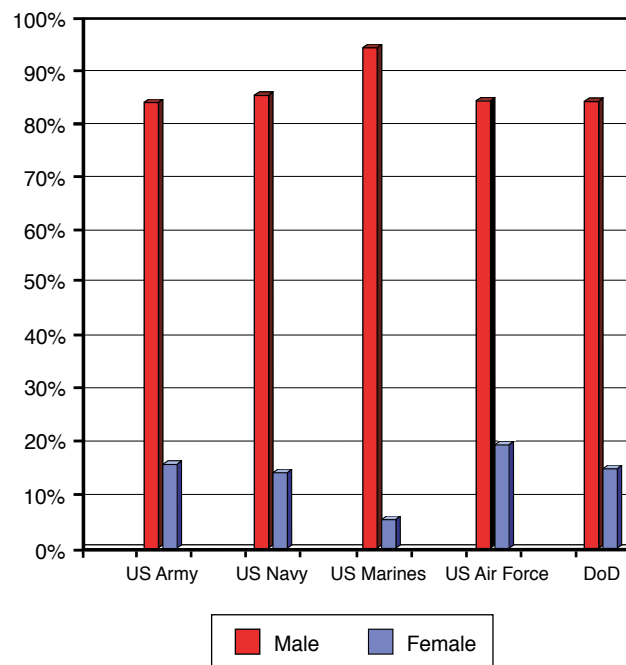


Fig. 2-7. FY 2002 gender of active duty enlisted members by service.

Data source: Population Representation in the Military Services Fiscal Year 2002; FY 2002 Highlights. Available at: www.humrro.org/poprep2002/index.htm. Accessed October 21, 2005.

mix, which precludes women from many positions. The representation of women among active duty officer accessions and within the officer corps was 19% and 16%, respectively. Similar percentages were seen among Selected Reserve officers (19% for each). See Figures 2-7 and 2-8. Military women, across the enlisted force and officer corps in both the active and reserve components, are more likely to be members of a racial or ethnic minority than are military men. In fact, slightly more than half of the women in the active duty enlisted force are members of minority groups. Women are still a minority of the total force; however, their representation has grown greatly since the inception of the all-volunteer force in 1973.¹²

Women in the service have unique problems generally not faced by their male counterparts. These include social issues like sexual harassment, problems of women in combat, pregnancy and operational readiness, and single parenthood. Many people have argued that women should not be in combat because they can become pregnant and their physical qualities are not equal to men.¹⁹ Others argue that women can continue strenuous activity in the early months of pregnancy and perform certain combat jobs in the later months, and also that the average American woman is pregnant for a very small proportion of her life.¹⁹ However, it has been recommended that a pregnant servicewoman not be assigned to or remain in a position with a high probability of deployment.²⁰ Military readiness should be the driving force determining assignment policies.²⁰

Marital Status

In addition to the growing presence of women in the military, marriage among service members has also been on the rise. During the last 28 years, the enlisted force has moved from a predominantly single male establishment to one with a greater emphasis on family. In FY 1973, approximately 40% of enlisted members were married. Today, nearly half of all soldiers, sailors, marines, and airmen are married. Newcomers to the military are still less likely than their civilian age counterparts to be married. Similarly, military members are less likely to be married than those in the civilian sector; however, the difference is less pronounced in the total active force than it is with accessions. Among enlisted members, 48% of those on active duty and in the reserve components were married as of the end of FY 2002. Men were more likely to be married than women. Marriage entails added concerns about operational readiness, dependent care, healthcare, and other issues not relevant to single service members.¹²

Education Level and Quality Standards

The military services value and support the education of their members. The emphasis on education was evident in the data for FY 2002. Nearly all active duty and Selected Reserve enlisted accessioned personnel had a high school diploma or equivalent, well above the civilian youth proportion, which was 79% of 18- to 24-year-olds. More importantly, excluding the Army and Army Reserve GED+ program (an experimental program of individuals with a GED or no credential who have met special screening criteria for enlisting), 92% of NPS active duty and 87% of NPS Selected Reserve recruits were high school graduates. Colleges and universities (partly through the service academies and the Reserve Officers Training Corps [ROTC] program) are among the military's main sources of officers, and most officers must have at least a baccalaureate degree upon or soon after commissioning.¹²

Enlisted members tend to have higher cognitive aptitude than the civilian youth population, as measured by scores on the military's enlistment test. Test score data were not reported for officers because of test variation by service and commissioning source;

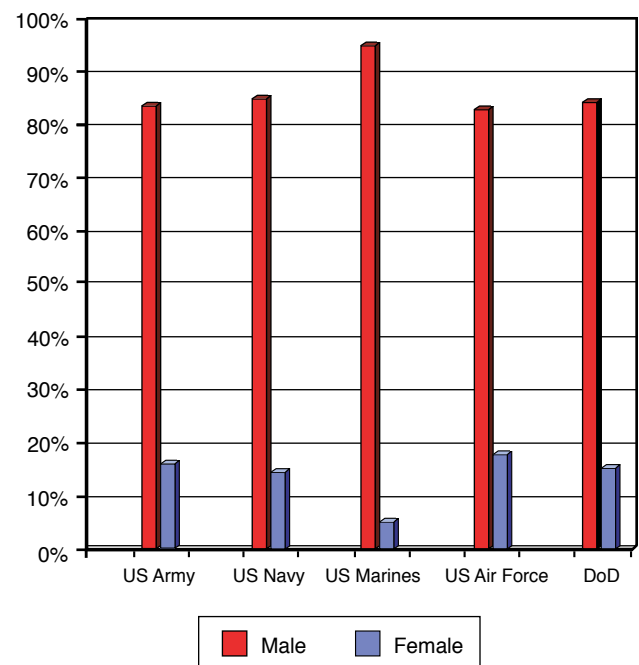


Fig. 2-8. Federal year 2002 gender of active duty officers by service.

Data source: Population Representation in the Military Services Fiscal Year 2002; FY 2002 Highlights. Available at: www.humrro.org/poprep2002/index.htm. Accessed October 21, 2005.

however, officers face the requirements of a college degree as well as high SAT scores to be accepted into commissioning programs.¹²

To predict recruit quality in areas such as persistence, training outcome, and job performance in the enlisted ranks, the services use level of education and Armed Forces Qualification Test (AFQT) scores. Because high school diploma graduates are more likely to complete their contracted enlistment terms and higher AFQT-scoring recruits perform better in training and on the job, the services strive to enlist high school graduates in AFQT category I through IIIA (50th percentile and above on the AFQT). In FY 2002, the proportion of NPS high-quality recruits ranged from 57% in the Army and Navy to 75% in the Air Force.¹²

Like aptitude levels, reading levels were higher in the enlisted military than in the non-military sector. FY 2002 NPS active duty enlisted accessions had a mean reading level typical of an 11th grade student, whereas the mean for civilian youth was within the 10th grade range.¹²

Geographic Representation

During the past several years, the percentage of new recruits from the northeast region has decreased, and the percentage of recruits from the western region has increased correspondingly. The geographic distribution of enlisted active accessions for FY 2002 shows that the south, and in particular the southwest central and south Atlantic divisions of this region, continued to have the greatest representation. More than 40% of NPS accessions hailed from the south; in fact, the south was the only region to be slightly overrepresented among enlisted accessions compared to its proportion of 18- to 24-year-olds. The representation ratio (percentage of accessions divided by percentage of 18- to 24-year-olds from the region) for NPS active accessions from the south was 1.2, compared to 0.8 for the northeast and 0.9 for the north central and west.¹²

Representation in Occupations

During the last 2 decades, assignment patterns for women have shifted to increase their presence in “non-traditional” jobs. Previously, most enlisted women were in either functional support and administration or medical and dental jobs. By FY 2002, smaller proportions (33% and 15%, respectively) of women served in these jobs, although they were still more than two and a half times more likely than men to serve in them. Women are excluded from infantry and other assignments in which the primary mission is to physically engage the enemy. However, the direct ground combat rule allows women to serve on aircraft and ships engaged in combat. The proportion of women serving in such operational positions (eg, gun crews and seamanship specialties) in FY 2002 was 5%. In contrast, the percentage of men in these occupations was approximately 19%.

In FY 2002, the proportions of African Americans and whites were similar in four of the nine occupational areas (communications and intelligence, medical and dental, other allied specialists, and craftsmen). In three areas (infantry, electronic equipment repairers, and electrical/mechanical equipment repair) the proportions of whites were higher. African Americans were still more heavily represented in functional support and administration and the service and supply areas.

The most common occupational area for active duty officers was tactical operations (eg, fighter pilots, combat commanders) at 36%, with health care a distant second at 18%. Assignment patterns differed between men and women. Greater percentages of men were in tactical operations (41%), whereas greater percentages of women were in health care (39%) and administration (11%). In FY 2002, racial and ethnic groups of officers generally had similar assignment patterns across occupational areas, although there was a lower percentage of African Americans in tactical operations, a lower percentage of Hispanics in health care, and a greater percentage of African Americans in administration.¹²

SUMMARY

The US Army, Navy, Marines, and Air Force employ more people than any company in the world. The armed forces is host to one of the most diverse workforces in the United States, not solely in terms of the numerous types of jobs or missions available, but also in terms of gender, age, race and ethnicity, social standing, and geographic area. Military men and women undergo intense training starting with basic (recruit) training and continuing to advanced

(technical) training. Both basic and advanced training in all of the services is length, challenging, and continuous. Service members receive training and work experience in a multitude of technical and occupational specialties—from infantry to maintenance and repair to medical equipment operator to administrator. Service members manage, operate, maintain, and coordinate the use of complicated weapon systems, gaining critical technical and leadership experience as they

progress through the ranks.

Lifestyle and physical conditioning during training can have a significant impact on the health of military members. Poor lifestyle habits and physical conditioning can contribute to morbidity and mortality, and the converse is true for good habits and conditioning. Military medicine should focus on preventive sports medicine and population health measures to (a) provide a healthy, fit, and ready force; (b) improve the health status of the military population; and (c) manage an effective and efficient health delivery system.¹⁶

Preventive sports medicine can significantly reduce the number of injuries seen during training, and also provide additional opportunities to recognize EPTS conditions. Both effects can greatly reduce the overall cost of training. Population health measures can also reduce training costs by creating a healthier force. The most fundamental critical success factor for population health is knowing the population served; the demographic and statistical information in this chapter will help equip providers with knowledge of the diverse US military population.

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